



CHEETWOOD COMMUNITY PRIMARY SCHOOL

CURRICULUM POLICY

Approved by the Curriculum and Standards Committee

Signed *Dr. Ali Bokhari*
Chair of Curriculum Committee
15/11/2017

To be reviewed as and when required.

This policy was reviewed by the senior leadership team on 08/07/2019 and no major changes were required.

DURING THE 2019-2020 ACADEMIC YEAR WE WILL BE UNDERTAKING A FULL AUDIT AND REVIEW OF OUR CURRICULAR PROVISION AND A NEW CURRICULUM POLICY WILL BE DEVELOPED IN ORDER TO REFLECT ANY CHANGES MADE.

Judged to be GOOD by Ofsted in March 2018.

"This is a highly inclusive school, where everyone feels safe, respected and valued. Pupils enjoy school and are very keen to learn".

Introduction

At Cheetwood Community Primary School the curriculum includes not only the formal requirements of the National Curriculum, but also all the planned activities which we organise in order to promote learning, personal growth and development. All pupils will have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Pupils are taught how to grow into positive, independent and responsible young people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

Values

Our curriculum is the means by which we achieve our objectives of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners who know how best they learn and how best to improve.

The following are the core values of our school, upon which we have based our curriculum:

- We value the way in which all pupils are unique, so our curriculum promotes respect for the views of each individual pupil, as well as for those of all cultures
- We promote co-operation and understanding between all members of our community through the way the curriculum is organised
- We respect each child in our school for whom they are, they are treated with fairness and honesty
- We aim to enable each pupil to be successful and provide equal opportunities for all in our school
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own

Aims

The aims of the curriculum at Cheetwood are:

- To enable all pupils to learn and develop their skills to the best of their ability
- To facilitate the acquisition of knowledge, skills and qualities which will help pupils to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- To promote a positive attitude towards learning, so that pupils enjoy coming to school, acquire a solid basis for lifelong learning and aspire to do so
- To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to take challenge in their learning
- To develop pupils' resilience in a happy and safe learning environment
- To ensure that each pupil's education has continuity and progression
- To enable pupils to contribute positively within a culturally diverse society
- To enable all pupils to have respect for themselves and others and work cooperatively with others
- To recognise the crucial role which parents/carers play in their child's education and make every effort to encourage parental involvement in their educational process
- To deliver a curriculum that encourages respect for the environment and society

At Cheetwood we aim to develop pupils who are successful, confident and responsible. As a result of the curriculum offered at Cheetwood Primary School the pupils will, at a level appropriate to their age and ability, be able to be:

Successful, by acquiring skills to be:

- Creative thinkers
- Problem solvers
- Good question askers and learning by mistakes
- Good collaborators
- Secure in their knowledge from the world and how it is shaped
- Motivated to learn

Confident, by having a secure:

- Sense of identity
- Relationship with all members of their community
- Emotional awareness
- Knowledge of right and wrong
- Understanding of organisational skills
- Awareness of a healthy lifestyle
- Understanding of risk awareness
- Understanding of how to develop personal strengths, talents and ambitions
- Confidence and willingness to try new things

Responsible, by developing their ability to:

- Be well prepared for life and work
- Be enterprising
- Respect others and understand their own and others' cultures and traditions
- Understand what it means to be British and to appreciate diversity
- Challenge injustice
- Recognise how to sustain and improve the environment
- Try to change things for the better

Organisation and Planning

The curriculum is planned ensuring the statutory requirements of the National Curriculum and the Early Years Curriculum are met. The curriculum is planned carefully, so that there is coherence and full progression in its coverage. The curriculum is designed to ensure that pupils develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively. A long term plan is agreed for each key stage. This plan indicates which topics are to be taught in each term. The long term plan is reviewed on an annual basis. Long term plans inform medium term plans which give clear guidance on the skills that are to be developed within each topic.

In accordance with the Disability Discrimination Act and our inclusion ethos, reasonable adjustments will be made to avoid less favourable treatment and to enable all pupils to access the curriculum provided.

Assessment

Accurate and focused assessment is the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately to meet the needs of all pupils, as learners, ensuring high levels of expectation. Our whole school approach is focused on assessment for learning; progress is evaluated against whether each pupil has not met, met or exceeded key learning objectives against national end of year expectations.

Assessing Pupil Progress in the Foundation Stage

During the Early Years Foundation Stage teachers record the skills acquired by the pupils. The Development Matters Guidance and Early Learning Goals are used to assess pupil's progress during the year.

The Role of the Curriculum Leader

In light of the importance the school places upon the curriculum, the Assistant Headteacher is the Curriculum Leader.

The role of the curriculum leader is to:

- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum
- Offer support and advice to teachers and subject leaders
- Monitor pupil progress
- Monitor how subjects are taught through the scrutiny of the medium and short term planning ensuring that appropriate teaching strategies are used
- Review curriculum plans ensuring there is full coverage of the National curriculum and that progression is planned for
- Provide efficient resource management

The Role of the Subject Leader

Within the school's organisation, other than newly qualified teachers, each class teacher takes on the responsibility for leading a subject area.

It is the role of subject leader to:

- Keep up to date with developments in their key area of learning at both national and local levels
- Review the way their subjects is taught in the school and plan for improvement linking to whole school priorities
- Lead sustainable improvement through supporting colleagues and others
- Indicate expectations of attainment in each year group within their subject and judge standards so as to document the achievements of all pupils
- Evaluate teaching and learning and assessment within their subject
- Audit, order and manage resources to enhance learning experiences for the pupils

Curriculum Monitoring and Review

Monitoring and evaluation is essential for the planning and development of the curriculum. The Headteacher is responsible for the overall school curriculum, although the day to day management is delegated to the Curriculum Leader. The senior leadership team and subject leaders monitor lesson plans, observe lessons and moderate pupils' work in order to support self-evaluation of curriculum subjects. They provide training, support to colleagues and identify next steps for improvement. The views of pupils and parents/carers are also used to inform curriculum monitoring and review through a comprehensive cycle of pupil voice and consultation activities. The school's governing body is responsible for monitoring the way the school curriculum is implemented. Delegated governors for specific subjects liaise with the subject leader to monitor their identified actions and impact of these on the quality of learning, teaching and provision in the subject.